

Jurnal Tahap 1

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Project Based Learning: Study on Vocational English to Teach English for Non Academics

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Abstract

The demands of AFTA barely ask every Indonesian to be individually competitive not only in trading area but also equipping communication skill. Yet, some non academics, which define as those who do not experience in formal education and lack of English knowledge, are marginalized from government attention by means to give them chance to have English training. This study explores the innovation of vocational English approach to train non academics with English skills throughout project based learning. The examples of non academics are *becak* driver, florist, housewife, parking man, housewife, bus ticket seller and others who are ignorant. This study applies series of steps, they are a) designing and tracing need analysis for the target learner, b) designing course rationale, c) describing entry and exit level of target learner, d) designing and selecting course content, e) designing one syllabus model, f) designing *blue print* materials, g) designing lesson plan for teaching, and h) *go teaching week* . The results of the study show that there is an improvement of target learners to use English as their wish especially in condition where they need to talk with foreign people.

Key words: vocational English, project based learning, target learner

INTRODUCTION

Asian Free Trade Area (AFTA) demands the Indonesian to be skilled and competence both trading and communication, especially actively using English as a tool of communication. In 2007, Statistics Indonesia declared that demographics of human resources in Indonesia were ready to face the upcoming of AFTA as 72% of the population or the productive age (about 110 million) were as workers group. Meanwhile, in 2015 as reported by Research Support Team of World Bank that labor market in Indonesia has gradually expanded in 2014 and 2015 as the unemployment were declined and employment were growth. In Indonesia, vocational education is offered in the secondary level of three year program that prioritized students to enter the workplace and expand their professional attitude (World Data Education, 2010); therefore, it is not surprising that the saturation of junior and senior high school graduate remain dominate the labor market in Indonesia (Newhouse and Suryadarma, 2011). Apparently, the availability numbers of Indonesian labor is still not proportionate with the demand of modern economic community because most Indonesian worker are still underqualified (Newhouse and Suryadarma, 2011). Most workers do not have other qualification besides their occupation skill, for example English language as one of major competence seemed to be neglected.

Vocation as occupation suggests that vocational education must be highly approachable to the industrial standard and the involvement of government to support the mobility of economic imperatives (Billet, 2011). In addition, the purpose of vocational education is about providing an effective preparation and transition for students into the occupational practices of the kinds needed in the community. Hence, in this conception of vocational education, it is mainly concerned with developing the capacities required for particular forms of work (i.e. occupations) that need to be undertaken and in ways that meet societal needs (i.e. demand for skilled labor). Vocational English teaching for the non academics is intended to provide transactional English training based on the needs of non-academics profession. Vocational education is mostly purposed on how to use transactional and interpersonal communication in workplace, how to use some technical terms that would be useful for their occupational environment. Yet, vocational education haven't touched the area of non-academics which actually as the economic pioneer. This study is intended to give English skill based on the needs of non-academics profession. Some sequences were applied before the teaching and learning process started.

However, the non-academics is literally defined as group of people who have certain professions yet except being an office employee without English competency or less knowledge about English and even illiterate. The example of this group are parking man, florist, meatball seller, landlady, bus ticket seller, jewelry seller, *becak* driver, retail store employees, resort and hotel employees, and others. In addition, this group of people usually has direct interaction to serve society needs not only the locals but also foreign visitors which they called *bule*¹ who

¹ *Bule* : (pronounced 'bule') is a commonly used word in Indonesia to describe a foreigner

come to visit Malang². Vocational teaching is usually intended for academics students who wish to sharpen their skill for industrial purpose, yet in this study the area of vocational teaching is expanded to non-academics with similar purpose as the academics one. Though the non academics, which are also part of economics actor, have close interaction to the community, they are marginalized. Apparently, they are limited with life skill to support their profession, such as illiterate including English knowledge.

METHOD

Project based learning (PjBL) is a process of engaging the real world task with authentic materials as an effort to use creative and critical thinking through investigating, creating content and drawing conclusion (Strippling et al, 2009 in Maro and Nurbatra, 2014). Project based learning also becomes one of recommended learning methods in the recent Indonesian curriculum called *Kurikulum 2013* (K-13). There are some steps to be applied in Project Based Learning, such as (1) formulating basic questions, (2) Planning project activities; (3) planning the schedule, (4) monitoring, (5) evaluating the results, (6) evaluating experiment. All of those activities become the basis procedure of conducting the sequence of English teaching and learning for the non academics. In addition, as it named, a series of Project Based Learning's activities were conducted in group at of three students . The students would apply the vocational English teaching for a target learner whose lack of English competency even doesn't have any experience of formal education.

Therefore, to start with the sequence of PjBL, students conducted **(1) formulating basic question** that students designed basic questions like (a) *how* often the TL interact with the foreigner in their daily works? and (b) *how do the students find solutions of TL's English language problem based on their profession?*. The purpose of (a)'s question actually helped the students to just focus on those TL who often have interaction with foreigner; and the (b)'s question led the students to frame their ideas on how to teach the TL based on their English profession needs. The next step is **(2) planning project activities** such as (a) designing and tracing need analysis for the target learner, b) designing course rationale, c) describing entry and exit level of target learner, d) designing and selecting course content, e) designing one syllabus model, f) designing *blue print* materials, g) designing lesson plan for teaching, h) *go teaching week*, and (i) reporting. After designing some planning, students immediately **(3) planning** the time **schedule** for each project activities and making appointment with the TL about their spare time to conduct the learning process. For the next activity that is **(4) monitoring**, students conducted the *Go Teaching Week* for two weeks in which students observed teaching style of each member and gave feedback for better performance in front of TL. In addition, toward their teaching style, students also observed TL's understandings and progress in **(5) evaluating the results** by considering the entry and exit level of TL's performance in every meeting. At the end

² Malang : a big city in East Java, Indonesia which is well-known with its culinary and historical building of Dutch colonial architecture

of PjBL process, **(6) evaluating experiment** was about reviewing the relation among presented courses, media used, students' teaching style and the output of TL for the other meetings.

FINDINGS AND DISCUSSION

First of all, students designed need analysis to gain information about the TL profile communicative needs. There are 9 points of *Munby model* (Schutz and Derwing, 1981 in Richards, 2002) as an instrument of TL deployed by the students to collect data before designing materials of teaching and learning process. Mostly students used structured interview in conducting need analysis process. The Munby model requires students to collect information about TL's (a) Personal Information such as age, English educational background, hobby, last education, and the most important one is how often the TL meet foreign people; (b) the purpose of study such as TL's problems which need to develop; (c) Setting, type of TL workplace/occupation, position in workplace; (d) Interactional variables or the relationship between the TL and the foreign people; (e) the medium or types of skill to be developed (writing/speaking, etc); (f) dialects, it is about TL's preference of teaching style either formal or informal; (g) Target Level, to know TL position in English proficiency level (basic, intermediate, advanced); (h) anticipated communicative events or students tried to figure out the materials needs such as taking request, bargaining and pricing, direction, etc; (i) key, is about how the learning process will be presented. In designing the interview items, the students was directed to provide the purpose for every presented question's item in order to hook on the appropriateness of teaching and learning process. To assist them in conducting their need analysis project, the teacher provided revision and consultation for students' works.

Collecting information from need analysis tracer, the students need to analyze the results by secondly constructing course rationale. Course rationale is two to three paragraph statements about background of the project, the purpose of conducting teaching and learning English for the target learner, materials construction, and the expected results for the target learner. In addition, course rationale also reveals personal opinion's belief in applying teaching methods or strategies to improve target learner's competency. Though course rationale mostly about belief of teaching methodology, some theoretical bases also involve to balance between empirical and theoretical purpose. For example, students figure out that based on need analysis, they wish to improve a target learner who is a bus ticket seller to be able to use transactional utterances. Students are required to declare their beliefs of having speaking skill as the appropriate skill for the target learner. In this point, students are boosted to analyze a collection of information from need analysis instrument which most of students preferred to use interview. Therefore, a significant achievement of teaching and learning process for non academics would be benefit both practically and theoretically. Practically, students could suggest examples of media, courses, and teaching planning which believed could influence target learner competencies, while theoretically students could declare some experts' theories which bridging teaching and learning problems between teacher (students) and the target learners.

Regarding planning course for target learner, it is suggested to recognize the start and the expected results for the target learner performance which called as the entry and the exit level (Richard, 2001). The third activity was designing entry and exit level table. Entry level defined as basic competence of English skills required to be accomplished while exit level is about the improvement of particular skills in some points of achievement. To start with entry and exit level, students are asked to look at the sample of analytic English proficiency scoring rubric like IELTS because it provides detail description about English proficiency test performance which is presented in band score. In addition, it will be advantageous for students to place the target learner English competency both in entry and exit level. For example, the target learner needs to be trained about how to do bargaining, say some prices and greeting which mean the target learner needs speaking. Therefore, to start designing the entry level, students firstly have to consider micro and macro skill of oral production and aspects of speaking assessment (Brown, 2001). Besides, students required to look for information about speaking assessment component to identify the competencies need as well as writing the criteria details.

This study proposes analytic scoring system and referred to IELTS scoring rubrics. Thus, entry and exit level would have similar design yet it is distinguished on the details of criteria. The adaptation of IELTS scoring rubric helped to furnish grading scale of target learner, so that clearly equate the highest achievement of single criteria for the target learner. The following table is a model of entry and exit level:

Band Score	Pronunciation	Fluency	Vocabulary
1	a) The target learner pronounce the words like what is written b) The target learner was hesitant to pronounce c) The target learner couldn't identify the words or expression	a) The target learner is occasionally hesitant to say simple numbers, for example using other language than English. b) The target learner need to repeat more and more to remember names of numbers and expression	a) The target learner is not able to say cardinal numbers b) The target learner b) The target learner use gesture to say some numbers and expression
2	a) The target learner could identify how to pronounce steeply b) The target learner is no longer to be hesitant c) The target learner slowly could identify some words and expressions	a) The target learner could say simple numbers and expression though incomplete b) The frequency of repetition could be minimize steeply	a) The target learner is able to identify ten cardinal numbers (1-10), and prices with little use gesture b) The target learner can correctly name some expression though incomplete

3	a) The target learner could understandably pronounce words and expression though in some points need to be revised and drilled	a) The target learner has confidence to say numbers and expression though still need to be prompted	a) The target learner could say the numbers and prices but still need to be prompted
	b) The target learner could show his confident to say		

Table 1: Entry and Exit Level

The table above illustrates the model of entry and exit level which adapted from IELTS scoring rubric. It is then redesign in some points based on the TL's needs. The table above indicated that the target learner's need was speaking. As Brown (2004) mentions that, there are five components of speaking skill, they are grammar, pronunciation, compression, fluency and vocabulary. Among those components students just selected two to three component which could help the target learner to communicate based on their need. Brown (2004) also indicates the five components of speaking by rating them into 5-scale competencies which can describe the different ability of EFL speaker. In addition, students modified the rubric criteria based on their course planning. For example, the needs of target learner (*Becak* driver) was able to say prices and say some transactional conversation, so that the competencies required was only pronunciation, fluency, and vocabulary with modified criteria.

Mostly, students started the entry level or the lowest proficiency in number 1 (one) and the exit level could be possibly started from number 2 (two) to 3 (three) as the time for Go Teaching was only 2 weeks due to students' class schedule. Apparently, students couldn't oblige the target learner to be a fluent user because of their workload, age and maturation of thinking. As Kang in Richards and Renandya (2002) mentions that there are some factors affect adult EFL learner's oral communication, such as age or maturation constraints, aural medium, socio-cultural factors and affective factors. The detail description of every band is from micro and macro skill and aspects of speaking assessment; however, students were suggested to write based to modify with the need analysis information of TL. Thus, not all aspects of speaking assessment were included as suggested in IELTS scoring rubric.

Addressing a set of course content for the non academics are quite challenging because it actually reflects the nature of language, language use, language learning elements and how they are to be presented. The next step after setting up the entry and exit level was students started to work to search for appropriate course content. In choosing course content students interpreted from the results of interview with the target learner. For example the target learner is a *becak* driver, students gave structured and purposive questions interview like "how do you say *lima belas ribu rupiah* in English?", "how do you say if a *bule* ask you the closest hotel from here?" or "how do you say if you want to say *selamat siang* to the *bule*?". Those assisted questions helped the students to recognize that the *becak* driver need to be improved in speaking skill area by giving some transactional courses like giving direction, *saying* prices of *becak* and how to

greet the foreigner. Therefore, information collection about the courses would be about three courses to be applied in *Go Teaching Week*. Thus, students started to write content courses planning such as (1) greetings (2) introducing numbers, (3) introducing prices, (4) direction, (5) asking and giving direction, (6) expressions to do bargaining (7) expression to say acceptance, (8) expression to say rejection, (9) expression to have communicative conversation, and etc.

All possible courses were written then later be decided which of those has high demand for the target learners. Before saving the appropriate courses for the target learner, students must present their rationale to the teacher as well as the content of each course respectively. Not all courses planning could be delivered to the target learner considering to time constraints and maturity of understanding. The point is target learner could use English for their profession needs. In other words, though the *becak* driver whose possibly doesn't have particular terms to be acquired, some other professions such as mechanics, florist, tourist information officer, retail store employee, parking man, and others definitely introduced to help them while they are on work. Therefore, assistance and feedback were provided by the teacher to help students decide two to three courses that are predicted mostly used. In addition, carefully picking and selecting the materials would influence distribution of appropriate technique in *Go Teaching Week* which only provides two weeks for teaching and learning process. This means in two weeks, students must be able to improve particular competencies for the target learners which the indication of improvement identified in entry and exit level.

To make successful teaching and learning process in limited time with a lot of workload to do, the next step is about designing blue print of materials. Designing blue print of material could visualize the needs of course content because carefully thinking is applied to decide a proper media with particular content. Designing blueprint of materials, students were not directly composed based on their preference. Students literally aware though most of the target learners are not well-educated in English, they believed giving appropriate material could definitely benefit for the target learners' profession. Hence, Richards (2001) suggests some considerations factors in developing material; teacher, learner and contextual variables. Teacher is required to have teaching experience and training also knowledge in language proficiency. Learner's factors include learner learning style preferences, their language needs, interests and motivations. Contextual variables are about the setting of school culture, classroom, and the availability of teaching resources. Therefore, the function of the teacher in this project is more about facilitator.

To start with designing blue print of material, teacher always keep the students' mind to whatever students' action that they must relate with the results of need analysis. Therefore, students planned some activities in designing blue print of materials, they were (1) designing tasks with communicative and interactive media, (2) listing some possible tasks activities to be approved in consultation session with teacher and making lesson plan. For example, students decide to use flashcard and a booklet; flashcard was used to learn about money (numbering) and booklet was made to practice transactional conversation when *becak* driver met *bule* in certain situation. For example, students submitted the blue print of flashcard by drawing some pictures

of imitation money (a thousand, a hundred thousand, twenty thousand, and etc) which underneath the picture students gave the vocabulary and its pronunciation. In the other hand, booklet was about conversation based topic, such as greeting bargaining *becak* service prices, and asking direction. The conversation was very simple which about 2-4 sentences, beside students also put their attention of font size, color, background picture and size of the booklet. Interestingly, a group of students sticking famous Indian celebrity from booklet cover and every other pages before the materials. The reason is quite simple to attract target learner attention to always practice the content of booklet as target learner looked happy to see the idol everywhere in the booklet. One suggestion from the teacher was that all blueprint materials must show its real picture of every target learner daily. Therefore, students preferred to copy real picture of *becak* driving instead of putting cartoon picture.

The core activity of vocational English project based learning for non-academics was teaching which then called as *Go Teaching Week*. Go teaching week is a name called for teaching and learning activities for the target learner. Before conducting teaching weeks, students had to prepare a lesson planning which gave them overview of what they were going to do with the target learner. Some sequences in lesson plan had been modified considering the needs and time allotment provided for teaching. Obviously, teaching and learning process starts with pre teaching, whilst teaching and post teaching, yet the teaching procedures combined all together and most importantly in some hours of a day, the target learner could show their improvement. In those weeks, students have been ready to bring all materials, media, and mental attitude to teach the target learner. Students must be able to divide their role in teaching, mostly a student gave teaching and two others become the co-teacher which relatively sitting next to the target learner to give some directions of what being taught. Some planning were applied for about 2-3 weeks such as (1) teaching the target learner using media and activities designed, (2) examining entry and exit level, and (3) receiving feedback from target learner. Teaching process was conducted based on the agreement between students and target learner which possibly gave opportunity to students to meet the target learner everyday or even just twice a week. Regarding time constraint, it would be a complicated situation if the target learner gave a very short time. Therefore, it is suggested to check the availability of target learner to have teaching and learning session. If the unpredictable situation happened like target learner request to have limited time of teaching, then students have to find out another target learner and start to do the sequences of project.

In conducting teaching and learning process, students handed in a complete media to target learner which also owned by the students' group. The first teaching role was to introduce the first material such as mastering vocabulary about prices. Using provided media, students mostly taught target learner using *Audiolingualism* method. The concept of *Audiolingualism* method is about *stimulus-response-and reinforcement* by applying drilling technique (Harmer, 2004). Students started by initiating reading some words in flashcards (stimulus) then continued by the target learner to repeat after the teacher-student (response). By completing pronunciation of

vocabularies, target learner was initiated to repeat until the pronounce words were correct (reinforcement). Similar method also be used while the target leaner learning about long sentences in conversation. To help the target learner got quick response of pronouncing some vocabularies and sentences, for any names of media used such as flashcard and booklet were modified their spelling. The spelling was put underneath the vocabulary or sentences and also the meaning. In addition direct assessment was applied as drilling process existed in order to fill in the results of exit level. For example:

a. Single Word Pronunciation

Write	:	money	ten thousand rupiahs
Pronounciation	:	/maa-ni/	/ten – tausen – rupiyas/
Meaning	:	uang	sepuluh ribu rupiah

b. Sentence Pronunciation

Write	:	Hello, good afternoon
Pronunciation	:	/hello, gud af-ter-nun/
Meaning	:	Halo, selamat siang

CONCLUSION

Regarding the background of education, there should not be high expectation towards learning a new language (English). After a while conducting teaching for non academics people, the target learners showed their improvement to use the language. It is not about how to speak like native speaker or being a fluent user of English, yet it is about how language could reach your objective, especially deals with your work. Communicative Language Teaching (CLT) believes that language learning is about how to use the language, not about how to use smaller parts of the language (Harmer, 2002). It is certainly significant achievement to know the target learner who were able to identify numbers, improved to mention some prices and responded a topical conversation.

After all process completed, students then made group portfolio of their whole activities which also included some revisions and comment papers from the teacher. The portfolio pages consisted of introduction/background of the study, course rationale, choosing course content, sequencing course content, blueprint of media and materials, lesson planning and students' feedback toward their teaching experience. Regarding teaching experience, students experience

that teaching English for non academics seemed like doing community service that gave them empathic to feel that learning is supposed be a chance for non academics too. Though they are limited in some points, their spirit to study is actually boiled up and need to be supported.

Some issues also arouse that students acknowledged have practiced their teaching maturity. According to the results of need analysis, age and maturation constraints were mostly factor influenced the target leaner to learn English. This also was impacted the students to think about appropriate materials and media be presented later in Go Teaching Week. For example, students realized that uttering words become a frustrating issue like Kang called as “fossilization”. This happened because their progress to speak English is terminating at certain factors like age. For example, time constraint; it was definitely difficult to match target learner’s schedule with students as target learner has to earn money all day. The solution offered was students would be flexible to follow the target learner schedule. Another issue which came up during the teaching process was target learner attitude of learning. Most target leaner loved to make joke over words being pronounced and out of the topic. Solution applied was students responding the joke while leading them back to their learning process.

Vocational education has associated with real needs and labor use, economic structure development. In other words, it could be underpinned that vocational education connected to production and business labor use. Practically, the target learner of vocational English who are mostly senior or university that prepare themselves for industrial purpose could be expanded to non academics. What have learnt by the target leaner gave significant effect of their profession.

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